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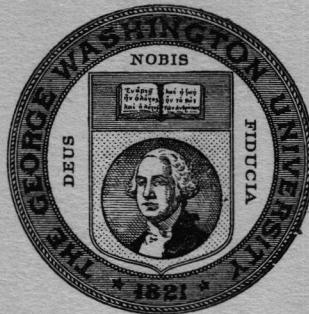
NUMBER 4

# George Washington University Bulletin

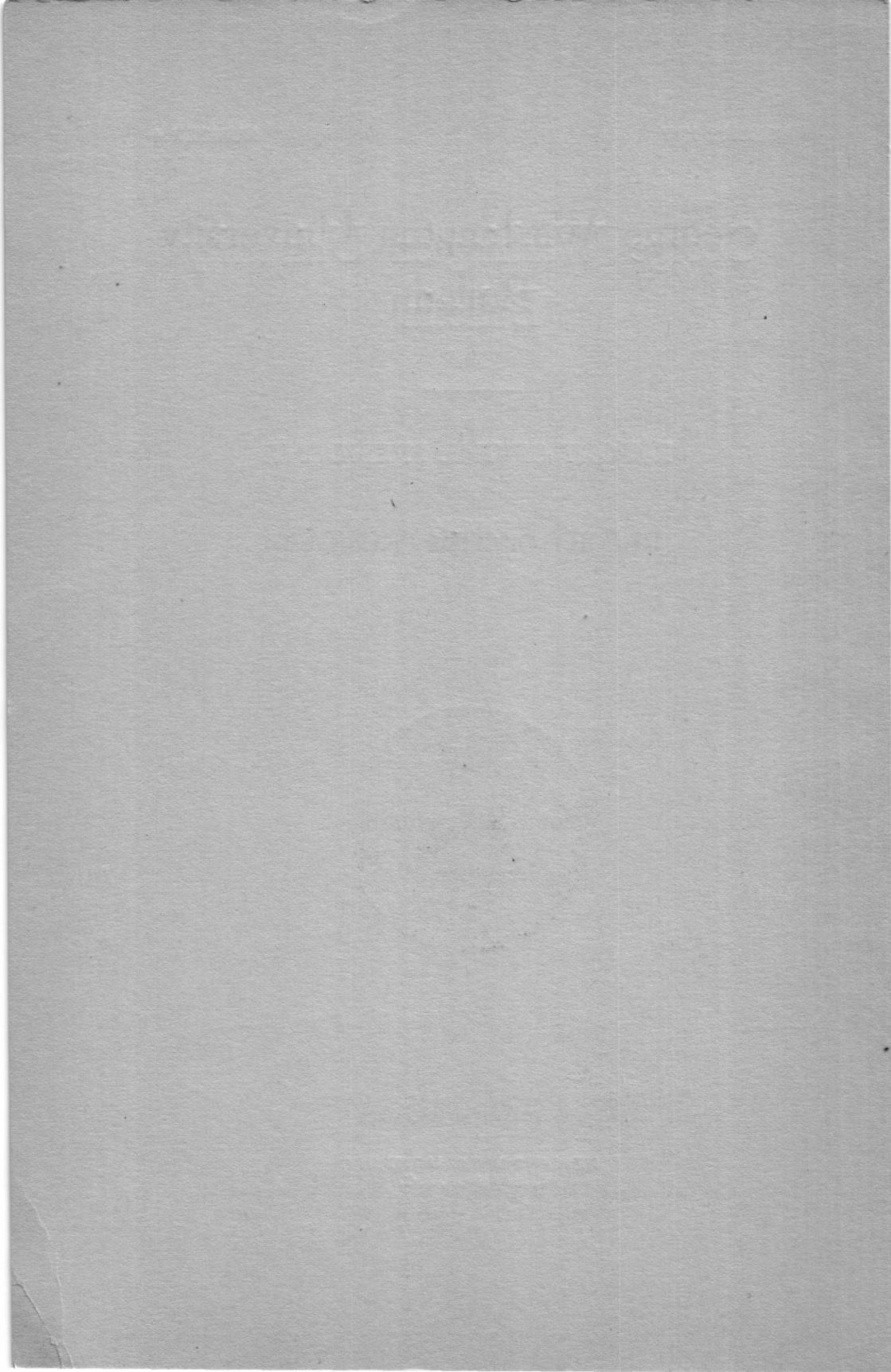
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## REPORT OF THE PRESIDENT

1914-15



PUBLISHED BY THE UNIVERSITY  
WASHINGTON, D. C.



# George Washington University Bulletin

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REPORT OF THE PRESIDENT

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## THE GEORGE WASHINGTON UNIVERSITY

### Report of the President

WASHINGTON, D. C., December 31, 1915

To THE CHAIRMAN OF THE BOARD OF TRUSTEES, GEORGE  
WASHINGTON UNIVERSITY.

SIR: I have the honor to present my report upon the University for the academic year 1914-1915 which ended August 31, 1915, and upon the general affairs of the University to the date of this report.

The prescribed courses in the various departments of the University were carried on from the beginning of the academic year, September 30, 1914, until the annual commencement, June 9, 1915. The maximum registration in all departments for the year was 1795. The largest number of students in attendance at any one time was 1591. These numbers show a continued increase over the numbers of previous years.

The distribution of the students in the various departments of the University giving the maximum registration in each case was as follows:

School of Graduate Studies.....	97
Columbian College.....	596
College of Engineering.....	220
Teachers College.....	141
Law School.....	403
Medical School.....	147
Dental School.....	109
National College of Pharmacy.....	64
College of Veterinary Medicine.....	40
Total.....	1,817
Duplicates.....	22
Total registrations .....	1,795

It gives me pleasure to testify to the capacity, efficiency and fidelity of the teaching staff of the University during the year. It is my purpose whenever the finances of the University will permit, to recommend to the Board of Trustees an increase

of the salaries of the staff of instructors until a proper maximum is reached for each grade and position.

The residential building, No. 2025 G Street, adjoining the main University building on the west, was purchased during the year and altered and equipped for academic purposes, the total outlay being \$8164.79. This additional room was urgently needed and has added considerably to the facilities of the Department of Arts and Sciences.

Contributions to the University were received from various sources during the year as follows: for prizes, \$65; for maintenance, \$8120; for buildings and grounds, \$3650; for books, \$8.42. Total contributions, \$11,843.42.

The mortgage indebtedness was reduced as follows: on property, main Arts and Sciences Hall, 2023 G Street, \$2000; on properties 1016 Thirteenth Street and 1300 L Street, Nurses Homes, \$1300. Total reduction, \$3300. The mortgage debt of the University as at August 31, 1915, amounted to \$29,962.50.

On account of the stringency of financial affairs the fund for clearing off the indebtedness upon the University property has not been completed. It was proposed to raise for this purpose a sum of \$50,000. There has been subscribed for this purpose \$28,555, leaving an amount of \$21,445 to complete the fund.

The maintenance fund of \$50,000 in five instalments for the years 1912-1916 inclusive expires this year with the fifth and last payment. It has accomplished the purpose for which it was instituted and the revenues of the University now meet its expenditures. The earnest and hearty thanks of the University and the community which it benefits are due to the civic spirit and generous gifts of the men and women who have contributed in this and other ways to effect the salvation of the University. Their names will be enrolled in the book of benefactors of the University for its archives and published from time to time for the information of those interested in our progress.

The continued increase in the registration of the University of course creates a need for its expansion in various ways, and

causes additional liabilities to those incurred in the purchase of the main University building on account of the buildings which we have had to add to our limited facilities for sheltering our plant and additional students. These are troubles of prosperity. In addition we are greatly in need of additional productive endowments as well as of buildings for a science hall and the Law School.

The actual productive and unproductive endowment funds amounted at the end of the year under report—August 31, 1915—to \$125,800.07. This sum does not include the impairment of endowment funds, the principal of which amounts to \$317,510.62, and is secured by a deed of trust on the Medical and Hospital land and buildings which becomes available upon the sale of that property.

The decided increase in the registration for the present year of 1915-1916 over that of 1914-1915 so crowds the library and class rooms of the Department of Arts and Sciences that the need of additional facilities compelled the Board of Trustees since the opening of the new year, to purchase the building immediately adjoining the University Hall on the east. This building will be enlarged and remodeled in time, it is expected, for the second half of this year.

The Librarian of the Department of Arts and Sciences reports that there were accessioned 1011 volumes during the year. These added to the books and pamphlets on hand October 31, 1914 namely, 38,852, make on September 1, 1915, 39,863 volumes, of which number 29,104 are books and 10,759 pamphlets. He states that "The usefulness of the Library has materially increased. The students are beginning to appreciate more and more the function of our Library, and many would be able to take advantage of it to a still greater extent if the reading room accommodations were more commodious. Indeed, larger quarters and more suitable equipment are all but imperative. We need a larger reading room, up-to-date library tables and desks, a number of individual desk lights, and more shelf space, in order to make the resources of our Library accessible and usable to an ever increasing number of students."

I am glad to supplement this reference to the needs of the Library by stating that the removal of class rooms resulting from the acquisition of the adjacent building on the East side will allow a very considerable addition to the reading room of the Library. The Library equipment referred to is still to be provided.

I have referred to the need for a Science Hall to be placed near the other buildings of the Arts and Sciences Department. This hall is required for the purpose of instruction in Chemistry and allied subjects. This is now the most important and immediate requirement in the way of buildings among the various needs of the University. The building should be fire-proof and capable of extension for increased enrollment. An explanation of this need will be found in the extract from the report of the Dean of the Department of Arts and Sciences in the Appendix.

Although the University lacks sufficient endowment in general and especially has but few endowed scholarships, it has done whatever has been practicable in the way of aid to students whose needs made a claim upon its benevolence. Where possible student assistants have been used for the purpose of laboratory and other work. The benefactions in various forms to students amount in estimated value for the year to over eight thousand dollars.

The future of the University judging from the experience of the past makes it primarily an urban institution. Notwithstanding this fact it numbers among its students men and women from practically every state in the Union and from many adjacent countries. Its value however to the residents of the District of Columbia should appeal to them with the greatest force.

In meeting the needs of its students for collegiate and professional work, the University also meets demands both of the Federal and District governments. It gives instruction in direct preparation for the consular service of the United States. It also offers instruction meeting the needs of the Federal service; for instance, there is given more hours a week throughout the year in Patent Law and Patent Office Practice

than is offered anywhere else in the country. Most of its courses, however, are planned merely to give a thorough knowledge of the subject taught. This knowledge is of service to the Government employee and incidentally therefore to the Government. There is probably no department in the United States Government from which employees have not registered as students in the University while from many of the departments notably that of the Navy, the Interior, the Agriculture, and the Commerce and Labor they have been practically required to do work in the University. The Navy Department for instance has ordered men to come to the University for instruction sometimes in Chemistry, sometimes in Physics, and sometimes in Law. All of the eight officers now on the staff of the Judge Advocate General of the Navy have studied Law in the University. Knowledge of Law is becoming more frequently required in all departments of the United States Government. The University stands ready to meet, so far as its means will permit, all such demands for professional or technical training.

Preparation for public service under the District Government like that for service under the Federal Government is largely incidental. There is, however, a specially adapted course given in Milk Hygiene; and the University in its Teachers College offers direct training for this public service. The public school system of the District and the University though officially unrelated are mutually helpful. The Superintendent of Schools and many of the teachers are graduates of the University.

A review of the progress of the University since 1911 shows the increase in the maximum enrollment of the University from 1270 in 1911-1912 to 1795 in 1914-1915, with an indication that the maximum registration for the year just begun, 1915-1916, will reach in the vicinity of 1900 students.

Since our removal from the I Street location in 1912, we have purchased and remodeled buildings as follows:

2023 G Street, cost.....	\$32,500.00	
Installation.....	10,606.01	\$43,106.01
Ground for Mech. Eng. Lab. cost.....	4,500.00	
Building and installation.....	4,500.00	9,000.00
2025 G Street, cost.....	6,180.00	
Installation.....	1,984.79	8,164.79
Nurses' Home, 1016 13th Street.....		12,000.00
Nurses' Home, 1300 L Street.....		8,000.00
		\$80,270.80

We have purchased and contracted to equip the Catlin and Linkins property, No. 2017 G Street, at a cost of:

For the property.....	\$9,000.00	
New back building and installation.....	6,845.00	\$15,845.00
Total for property and installation.....		<u>\$96,115.80</u>

Mortgages were placed on these properties amounting to \$55,000, but by subsequent payments this indebtedness has been reduced to \$34,387.50, itemized as follows:

On 2023 G Street.....	\$17,500.00	
1016 13th Street.....	6,000.00	
1300 L Street.....	4,387.50	
2017 G Street (Catlin).....	6,500.00	
Present mortgages.....		\$34,387.50

Of the total cost and installation of the property purchased since 1912, we have paid in cash \$61,728.30, provided as follows:

General fund.....	\$41,494.00	
Buildings and grounds fund.....	13,784.00	
Mech. Eng. Laboratory fund.....	2,950.00	
Board of Lady Managers of the Hospital.....	3,500.00	
		<u>\$61,728.00</u>

When the Arts and Sciences department was moved in 1912 it was thought that the demand for teaching space would be met in the buildings at 2023 and 2024 G Street. The in-

crease in attendance since 1912 has made it however imperative to provide added quarters. This has been accomplished by the purchase of ground for and erection and installation of the Mechanical Engineering Laboratory, enabling us to utilize for teaching a fair equipment of machinery; the purchase and installation of 2025 G street, providing much needed space for biology; and the recent purchase and proposed enlargement of 2017 G Street. When the last named installation is completed there will be added to the facilities two large class rooms seating 140 each, two class rooms seating 80 each, several rooms suitable for offices, and incidentally a large increase in space for the Arts and Sciences library.

This evidence of the improved and improving condition of the University is a justification for an appeal for further funds for the provision of additional scholarships, for the needed expansion of its curriculum, the continuance of the elevation of its standards, the proper support of its teaching staff, the extinction of liabilities on its property and as a matter of great importance the provision of additional buildings and plant in science, law, and medicine, giving full facilities in all of its schools.

Respectfully,

CHARLES H. STOCKTON,  
*President.*

## APPENDIX

The following extracts are taken from the annual report of Dean Hodgkins of the Department of Arts and Sciences.

The enrollment of students in the Department was as follows:

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Graduate School.....	78	18	96
Columbian College.....	342	252	594
College of Engineering.....	217	2	219
Teachers College.....	6	135	141
	643	407	1050
Duplicates.....	3	0	3
	640	407	1047
Candidates for degrees.....			693
Special students.....			354

Of the undergraduate students 263 attended day classes and 688 attended the late afternoon classes.

There has been a notable gain in attendance in the University during the five years since 1910 and the Department of Arts and Sciences has increased in numbers more rapidly than some other departments. The following table shows that the enrollment in Arts and Sciences has increased from 53.3 per cent of the total in the University to 58.8 per cent during this period.

*Comparison of Enrollment*

YEAR	STUDENTS IN UNIVERSITY	STUDENTS IN ARTS AND SCIENCES	PER CENT IN ARTS AND SCIENCES
1910-1911.....	1277	681	53.3
1911-1912.....	1270	733	57.7
1912-1913.....	1347	778	57.8
1913-1914.....	1611	905	56.2
1914-1915.....	1790	1047	58.5

The average attendance in classes and the distribution of the students in the several divisions of the Department are shown in the following table:

*Average Enrollment in Classes*

	GRADUATE	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
Applied Mathematics	20		14		14
	21		8		8
	22		12		12
Archaeology	20a	10		4	14
	20b	11		3	15
	21	4		3	7
	22	11			12
	51	5	1	4	12
Architecture	3		13		13
	4		10		10
	5		3		3
	8		5		5
	20		3	1	4
	21		9		9
	22		4		4
	24		2		2
	25		3		3
	33		3		3
Botany	39		9		9
	40		2		2
	41		5		5
Chemistry	1	10			10
	1	81	49		130
	2	76	2		78
	3	25	1		26
	6	10	11		21
	7		30		30
	20	20	2		22
	21	9			9
	23	21	2		23
	24	8			8
	25	5			5
	26	8			10
	27	3			5
	28	1			1

*Average Enrollment in Classes—Continued*

	GRADUATE	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
<b>Civil Engineering</b>					
1		3	8		11
2			6		6
3			6		6
4			7		7
8		1	3		4
20			3		3
21			3		3
22			7		7
23			4		4
24			4		4
<b>Economics</b>					
1		32	2	2	36
2	1	47	2	5	55
22	2	25		14	41
23	1	20		10	31
28	1	5			6
33		14	16		30
36		11		1	12
37		7			7
38		10		1	11
39		8			8
51		9			9
<b>Education</b>					
20		7		6	13
21	4	4		12	20
22	2	5		24	31
24	1	1		18	20
25		2		15	17
30		3		9	12
33		1		11	12
34				10	10
35				9	9
50	6			1	7
<b>Electrical Engineering</b>					
1		2	2		4
2			3		3
4, 5			3		3

*Average Enrollment in Classes—Continued*

	GRADUATES	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
Electrical Engineering—Cont.	7	4	4		8
	21		2		2
	22		2		2
	23		4		4
	24		5		5
	26		4		4
	53		1		1
English	1	62	12	2	76
	2	97	30	9	136
	3	35		6	41
	4	29		9	38
	5	1		3	4
	20	6			6
	22	25	1	8	34
	23	12	2	18	32
French	1	27	12	1	40
	2	32	17		50
	3	25	2		27
	4	12	4	6	22
	6	8		1	9
	6a	7		1	8
	28	6		3	9
	28a	2			4
Geology	1	11			11
	2	24	1	2	27
	20	2	1		8
	21	1			1
Sp.	2	2			4
German	1	17	5		22
	2	25	9		34
	3	13	2	3	18
	4	24	9	4	37
	5	20		2	22
	20	5		1	6

*Average Enrollment in Classes—Continued*

	GRADUATE	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
German—Continued	22	3		2	5
	50			1	1
	51	1		1	2
Graphics	1		26		26
	2	1	6		7
	8		13		13
Greek	B	2			2
	21	1			1
History	1, 2	41	2	6	49
	3, 4	22		8	30
	5, 6	38		3	41
	30	26		7	33
	33	54	1	26	81
	54	29		7	36
Latin	1	10		1	11
	2	5			5
	20	2		1	3
	22	2		1	3
	51	1		2	3
Mathematics	3	25	5		30
	4	5	10		15
	6	23	11	1	35
	9	17	11		28
	12	9	45		54
	20	12	13	1	26
	21	6	7		13
	50	1	2		3
	51	1	3		4
Mechanical Engineering	1		1	9	10
	7			1	1
	9			4	4
	10			4	4
	20, 21	1	1	4	6
	22			2	2

*Average Enrollment in Classes—Continued*

	GRADUATE	COLUMBIAN COLLEGE	ENGINEERING	TEACHERS COLLEGE	TOTAL
Mechanical Engineering—Cont.	23		5		5
	24		6		6
	26		6		6
Nautical Science	1		3		3
Philosophy	1	23		5	28
	2	40	2	14	56
	3	26		5	31
	4	40	1	10	51
	20, 21	10		6	16
	24	5		5	10
	25	2	3	2	7
	28		6	3	9
	29	2		1	3
Physics	1	15	24	1	40
	2	37	19		56
	3	32			32
	21	1	2		3
	57	3	1		4
	59	3	1		4
Political Science	1, 4	35		3	38
	21, 23	16	1	1	18
	31, 28	11	1	2	14
	29, 30	16	1		17
Spanish	1	21			21
	2	4	1		5
	2a	3	2		5
Zoology	1	35		5	40
	2	25			25
	23	4		7	11

The number of class periods a week, the number of students, and the number of "student hours" a week in the various subjects are shown in the following table:

	CLASS PERIODS EACH WEEK	AVERAGE NUMBER OF STUDENTS	STUDENT HOURS
Applied Mathematics.....	6	34	68
Archaeology.....	6	60	72
Architecture.....	31	72	178
Botany.....	3	10	30
Chemistry.....	38	368	996
Civil Engineering.....	29	55	158
Economics.....	19	229	482
Education.....	18	151	246
Electrical Engineering.....	22	36	81
English.....	21	367	1059
French.....	24	169	486
Geology.....	10	51	102
German.....	27	147	441
Graphics.....	11	46	105
Greek.....	5	3	8
History.....	16	270	648
Latin.....	12	25	66
Mathematics.....	28	208	617
Mechanical Engineering.....	18	44	104
Nautical Science.....	2	3	6
Philosophy.....	15	211	344
Physics.....	19	139	361
Political Science.....	12	87	261
Spanish.....	8	31	88
Zoology.....	10	76	216

This gives a total of 410 class periods a week, and these consist of 322 recitations or lectures and 88 laboratory or drawing periods a week.

This is an average of 68 class periods each day. A comparison with the figures for the previous year, shows an increase of 44 class periods a week and an increase of 1560 in the number of "student hours."

A study has again been made of the grades reported by instructors during the year, and the following table shows the total number of term marks reported in each subject, and percentage of marks in each grade. The "theoretical average" is taken from a report on grading made two years ago by a committee of which Dean Ruediger was Chairman.

*Distribution of Grades*

	TOTAL NUM- BER OF MARKS	PERCENTAGES				
		A	B	C	D	E
Applied Mathematics.....	36	0	14	39	28	19
Archaeology.....	102	30	44	26	0	0
Architecture.....	117	27	37	23	10	3
Botany.....	19	10	32	32	16	10
Chemistry.....	627	5	34	38	17	6
Civil Engineering.....	82	4	18	46	27	5
Economics.....	332	16	27	41	14	2
Education.....	261	17	36	37	9	1
Electrical Engineering.....	67	16	31	35	13	5
English.....	629	44	32	16	5	3
French.....	306	12	27	31	16	14
Geology.....	88	9	46	35	10	0
German.....	278	15	30	25	22	8
Graphics.....	70	14	16	37	23	10
Greek and Latin.....	55	29	26	25	18	0
History.....	353	14	35	27	16	9
Mathematics.....	445	15	16	19	26	24
Mechanical Engineering.....	79	14	30	18	20	18
Philosophy.....	394	11	26	31	20	12
Physics.....	226	16	16	32	19	17
Political Science.....	172	13	30	43	14	0
Spanish.....	55	33	33	25	7	2
Zoology.....	74	33	27	28	4	8
General Average.....	4867	18	29	30	15	8
Theoretical Average.....		4	24	44	24	4

A comparison of these figures with those in my report of last year shows but slight changes in the percentages in the subjects that are taken by a large number of students. While there may be doubt as to the accuracy of the theoretical distribution with which these figures are compared, it is certain that there are departures from the general average of these grades that are clear evidence that some instructors have a habit of giving grades too high, and others of giving grades too low. It is reasonable to suppose that to some extent students are influenced in their selection of elective courses by the reputation of the instructor for giving high marks. This is a factor that obviously should not enter into any such election. A discussion of the matter will be invited at a Faculty meeting in the near future.

In my reports for the last two years, I have called attention to the inconveniences due to the fact that the chemistry courses are given in the Medical Building, fifteen minutes distant from our other buildings. The experiences of another year have emphasized these inconveniences. Students who attend the afternoon lectures in chemistry are given ten minutes to walk to the other buildings, if they have a class there. Invariably they are late. As our afternoon class periods are only fifty minutes, a delay of five minutes is serious. And further, many students will not register for a class that meets after the chemistry lecture because of the discomfort arising from the movement from one building to another. And other students refuse to take chemistry for the same reason. I understand, also, that the laboratory in the Medical Building is not only too small to suitably provide for the students electing laboratory courses, but is also needed for other uses by the Medical and Dental Schools. During the session of 1914-15 there were 171 students taking courses in the chemical laboratories, these courses counting for 393 credit hours, and requiring the presence of the students for 1179 actual hours each week. At the present time in this session of 1915-16 there are 208 students taking work aggregating 494 credit hours, and requiring attendance during 1472 actual hours each week. To provide properly for all these students is a task that must be a burden even to such a resourceful man as the Professor of Chemistry. I feel, therefore, that our most vital need is a new building, planned and built especially for chemistry, in the near neighborhood of our present buildings on G Street.

The attendance in many classes has now reached such a figure that the need of dividing them into sections is becoming pressing. During 1914-15 three classes were divided into sections for instruction purposes, and in this present session of 1915-16 three other classes were so large that additional sections were formed. This indicates the need of the appointment of additional instructors to care for these extra classes.

In the annual report of Dean Munroe of the School of Graduate Studies is found the following:

The number of students enrolled and the degrees sought are set forth in the following table

Students Enrolled 1914-1915	TABLE I	By Categories
In Attendance.....	.....	6
Civil Engineer.....	.....	6
Electrical Engineer.....	.....	4
Mechanical Engineer.....	.....	2
Master of Science.....	.....	31

TABLE I—Continued

Students Enrolled 1914-1915	By Categories
Master of Arts.....	21
Doctor of Civil Law.....	1
Doctor of Philosophy.....	26
Total.....	97

Institutions from which Candidates received the Degrees they hold were:

Bethany College.....	2
Bridgewater College.....	1
Bryn Mawr College.....	2
Bucknell College.....	1
College City of New York.....	1
Colorado College.....	1
Cornell University.....	4
Dartmouth.....	1
Franklin and Marshall.....	1
George Washington University.....	52
Harvard University.....	2
Hillsdale College.....	1
Johns Hopkins University.....	1
Kansas City College of Law.....	1
Kansas State Agricultural College.....	3
Leland Stanford Junior University.....	1
Lowell Textile School (Mass.).....	1
Maryland Agricultural College.....	4
Millersville State Normal School.....	1
Nebraska State Normal School.....	1
New Hampshire College.....	1
New York State Teacher's College.....	1
Norrkoping Gymnasium (Sweden).....	1
Oklahoma Agricultural and Mechanical College.....	2
Pennsylvania State College.....	1
Purdue University.....	1
Rhode Island State College.....	1
Roanoke College.....	2
Rock Hill Academy.....	1
St. John's College (China).....	1
Syracuse University.....	2
Union College.....	1
University of California.....	1
University of Chicago.....	1
University of Cincinnati.....	1
University of Ghent.....	1
University of Kansas.....	1

University of Illinois.....	3
University of Iowa.....	2
University of Maine.....	1
University of Minnesota.....	2
University of Nebraska.....	1
University of Pennsylvania.....	2
University of Vermont.....	1
University of Virginia.....	1
University of Wisconsin.....	1
U. S. Naval Academy.....	2
Wesleyan University.....	2
Yale University.....	1

I present the following table in which the number of students for each category is set forth for each year of the decade, 1905-1914.

*Candidates Enrolled 1905-1914*

DEGREES SOUGHT	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	TOTAL
In attendance.....	5	9	10	14	10	8	6	11	6	6	85
Civil Engineer.....	2		2	3	2	2	4	5	6	6	32
Electrical Engineer.....	2		3	4	2	1	2	3	2	4	23
Mechanical Engineer.....	1						2		1	2	6
Master of Science.....	12	9	7	9	7	7	9	21	27	31	139
Master of Arts.....	12	11	24	30	24	15	18	27	24	21	206
Doctor of Civil Law.....					2	1		1	1	1	6
Doctor of Jurisprudence.....			1	1	1						3
Doctor of Philosophy.....	45	47	51	43	21	36	24	27	26	368	
Total.....	82	74	94	114	89	55	77	92	94	97	868

From inspection of this table it is seen that we have not since reached the total enrollment of 1908-1909 but what is more encouraging is that we find the enrollment for the three last years to fluctuate less than any former period and to be steadily though slowly rising.

During the year 1914-1915 graduate degrees were conferred upon 32 candidates. The several degrees conferred and the number of each are shown in the following Table.

*Degrees Conferred 1914-1915*

Civil Engineer.....	3
Electrical Engineer.....	1
Mechanical Engineer.....	1
Master of Science.....	13
Master of Arts.....	9
Doctor of Philosophy.....	5
Total.....	32

The doctorate degrees were won only after the candidates had each publicly and successfully defended his thesis before a Board of Experts, composed of persons not connected with the University. It is well understood that any person present at a Doctorate Disputation may take part in the interrogation of the candidate and that the members of the Board of Experts must, in deciding on the candidate's fitness, take into account the candidate's success in defending his thesis from the attacks of experts in the audience as well as from the attacks of its members. I am pleased to report that during the past year experts on the theses topics chosen by our candidates have been present at the Disputations to a larger degree than ever before and they have taken part in the interrogation of the candidates. This is a condition that should be encouraged and fostered by the University authorities for there is no greater safeguard for the protection of this most important degree than this public examination of the expert by any expert who may choose to attend the Disputation. . . . I have been impressed with the often repeated charge that the training of the Doctor of Philosophy was along too narrow lines, that he was too highly specialized. While I am ready to meet the criticism and to show the necessity for specialization I recognize its force and I have repeatedly urged in these annual reports that all our graduates be required to attend a course of lectures on the correlation of the sciences, using the term broadly as it was used at the St. Louis Congress. The difficulty in carrying this into effect has laid in our poverty. Fortunately through the generosity of the Belgian Scholarship Committee we shall at last be able to offer to our students an exposition of these relations by a master which cannot fail to broaden their intellectual horizons and I trust that no student enrolled with us will fail to grasp this splendid opportunity.

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Dean Wilbur of Columbian College in his annual report says:

Registration for the session was 594. This marks a steady growth in the College. The registration for 1913-1914 was 484. The registration for 1912-1913 was 353.

The distribution of the students in the various curriculum groups was as follows:

Candidates for the degree of A.B.....	243
Group I (Men 4, Women 11).....	15
Group II (Men 20, Women 59).....	79
Group III (Men 38, Women 19).....	57
Group IV (Men 74, Women 18).....	92
Candidates for the degree of B.S. in Chem. (Men 54, Women 8)	62
Candidates for the degree of B.S. in Medicine (Men 12)....	12
One-year Pre-Medical Students (Men 20, Women 3).....	23
Special students (Men 118, Women 136).....	254
 Total (Men 337, Women 257).....	594

It is important to know the distinctive character of these various groups. Under the Bachelor of Arts registration, Group I is the Latin classical curriculum, relatively small. Group II is the Modern Language curriculum, relatively large. The registration in these two groups would suggest that the discipline of culture to be derived from the study of great literatures is now to be obtained very largely in our college courses from the modern languages. All great literatures are properly classical studies and sources of humanistic culture, and the distribution of our student body suggests the importance of teaching the modern languages in ways that will yield educational results not less cultural than those obtained once almost exclusively from Latin and Greek studies. Group III is a scientific curriculum emphasizing mathematics and the natural sciences, and this registration including nearly one-fourth of the entire registration for Bachelor of Arts is, considering the special scientific groups leading to chemistry and medicine, and our close association with the College of Engineering, an excellent showing for this important group of studies. Group IV, emphasizing science and economics, is relatively large. Students preparing for the diplomatic and consular service, and for the Law School, register in this group. This is a very important group. Among the college men of the Consular Service there are more men from George Washington University than from any other educational institution. We owe this to our position in the District of Columbia, and to the consistent development of a curriculum of studies in the field of the Consular service. Preparation for our own Law School is also a constant and enlarging opportunity. We may expect that the registration in this group, already large, will become much larger in the immediate future. The Bachelor of Science in Chemistry Group constitutes a little more than 10 per cent of our entire registration. In recent years the increase in this group has kept pace with the growth of the student body, maintaining about this percentage of the entire registration. The two medical groups, Bachelor of Science in Medicine and the one-year Pre-Medical Group, are yet relatively small, but the students preparing for the Medical School are of increasing importance in Columbian College. In the immediate future two years of college study in preparation for the regular course in medicine will be required, and when this change has been definitely accomplished and is clearly understood, the curriculum Group preparing for the Medical School will enroll a considerable body of students in Columbian College each year, and with the enforcement of two years of pre-medical study, all such college preparation will lead, on the completion of the professional course in medicine, to a college degree.

In the various scientific groups of the session of 1914-1915—A.B. Group III, B.S. in Chemistry, B.S. in Medicine, and the One-year Pre-Medical Group—27 per cent of our entire student body was pursuing courses including work in the natural sciences. These natural

science courses are so necessary in the proper work of the College that they should be maintained and developed to the highest state of efficiency.

The special students are mostly over twenty-one years of age. They are always prepared for the courses for which they register and in most cases they have the full college preparation or more. The special educational demands of the Civil Service, chiefly in scientific subjects, bring us a very large number of special students.

Our students are largely from the District of Columbia. Of the 594 students registered in 1914-1915, 522 resided in the District of Columbia, and 72 came from outside the District. This registration, with nearly 88 per cent residing in the District of Columbia, shows that Columbian College is rendering an important service in higher education to the city of Washington. If the opportunities now offered by Columbian College should be withdrawn, it is probable that only a small percentage of these students would go to college at all. . . .

Students who entered Columbian College in 1914-1915 presented certificates of preparatory study as follows: Central High School, 38; Western High School, 25, Eastern High School, 13, McKinley Manual Training School, 9; Business High School, 16; private schools in Washington, 26; out-of-town schools, 133. . . .

The general prosperity of the University in 1914-1915 was attended in the student body by a wholesome respect and a spirit of loyalty that is an appreciable influence in the class room and in all the associations of college life. There has been also a consistent regard for high standards maintained by the Faculty and creditably appreciated by the students. Notwithstanding the large classes we continue to retain the advantages of a small college where the under-classmen are taught by the professors who teach the advanced classes and direct the work of the department. The personal influence, the individuality and the scholarship of these men, give character to the classroom work, and together with a student body of exceptional interest and quality, constitute the organized educational force of Columbian College.

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Dean Hodgkins in his report upon the College of Engineering says:  
The total registration for the session was as follows:

Former students of the College of Engineering.....	111
New students.....	101
Students previously registered in other departments of the University.....	7
Total.....	219
Number of men.....	216
Number of women.....	3

These students may be classified as follows:

Candidates for degrees:

	<i>Freshmen</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>	<i>Total</i>
Architecture.....	8	4	6	2	20
Civil Engineering.....	28	13	12	6	59
Electrical Engineering.....	10	5	8	2	25
Mechanical Engineering.....	14	12	7	2	35
	—	—	—	—	—
	60	34	33	12	139
Special Students.....					80
					—
					219

In years of attendance in the College of Engineering they are classified as follows:

First year.....	108
Second year.....	44
Third year.....	25
Fourth year.....	14
Fifth year.....	19
Sixth year.....	5
Seventh year.....	3
Eighth year.....	1

Students were admitted to advanced standing on certificates from Bethany College; Brown University; Cooper Union; Cornell University; Georgia School of Technology; Haverford College; Harvard University; Johns Hopkins University; Lowell Textile School; Maryland Agricultural College; Massachusetts Institute of Technology; Missouri School of Mines; New Mexico School of Mines; Princeton University; United States Naval Academy; University of Illinois; University of Kansas; University of Michigan; University of Nebraska; University of Wisconsin; Webb Academy of Naval Architecture; Williams College.

Students in attendance held degrees as follows:

- 1 A.B. from George Washington University.
- 3 LL.B. from George Washington University.
- 1 A.B. from Bethany College.
- 1 B.S. from Connecticut State College.
- 1 M.E. from Cornell University.
- 1 LL.B. from Georgetown University.
- 1 A.B. from Harvard University.
- 1 A.B. from Haverford College.
- 1 A.B. from New Windsor College.
- 1 A.M. from University of Kansas.

- 2 A.B. from University of Nebraska.  
 1 A.M. from University of Nebraska.  
 1 A.B. from Williams College.

Students were admitted to the Freshman Class on certificate from the following schools McKinley High School of Washington; Central High School of Washington; Eastern High School of Washington; Western High School of Washington; Business High School of Washington; Emerson Institute of Washington; Hall Noyes School of Washington, Y. M. C. A. Institute of Washington; Friends School of Washington; City College of Washington, Washington Collegiate School; Oahu College, Honolulu; Canton College, China; Regents Certificate, New York; Stuyvesant High School, New York; Manual Training High School, Brooklyn, N. Y.; St. Johns School, Brooklyn, N. Y.; East High School, Rochester, N. Y.; Rogers High School, Newport, R. I.; High School, Somerville, Mass.; Pennington School, N. H.; High School, Sunbury, Pa.; High School, DuBois, Pa.; Baltimore Polytechnic Institute; Morton High School, Lexington, Ky.; High School, Waterloo, Ill.; High School, Berlin, Wis.; High School, Horton, Kan.; High School, Leavenworth, Kan.; High School, Canton City, Col.

Out of the sixty students admitted to the Freshman Class as candidates for degrees, thirty-five were admitted with conditions. The fact is, however, that the majority of these thirty-five conditioned students presented full fifteen points for admission. The conditions imposed were due, in the main, to our requirement of four entrance units in modern languages. The majority of High School students study modern languages only two years, and are therefore admitted to the College of Engineering with a condition. Of course these conditions must be removed before graduation, but the arrangement of class periods does not make it possible to remove the condition in the first year in College, in many instances. Many students plan to remove conditions by special study during the summer vacation.

The conditions imposed were as follows:

	Units
In Languages.....	59
In Mathematics.....	13
In Chemistry.....	2
Total.....	<u>74</u>

During the year 26 units of condition were removed.

Our afternoon students are not always able to remain in attendance during the entire session. Withdrawals are usually due to home duties, to change of office duties, or to financial difficulties. The attendance during the months of the session were as follows October, 200; November, 195; December, 190; January, 191; February, 192; March, 185; April, 181; May, 173.

This shows a slightly greater stability of attendance than during the previous session, since the average attendance was 17 greater while the total enrollment was 13 greater.

A large percentage of the students in engineering attend the afternoon classes, and a fair proportion of such students are employed in technical or engineering work during the day. This makes for earnestness in the student body; and without doubt the practical experience such students gain in their various employments is of much benefit to them in their studies in the University. It is hoped, however, that there will now be an increase in the number of students who give their entire time to their college work. In order to provide for full time students it will be necessary to duplicate courses, to some extent, so that there may be classes in technical subjects before five o'clock. This cannot be done completely until more of our teaching is by men giving their entire time to the University. With our present force of instructors we are now duplicating certain technical courses of the Freshman and Sophomore years and it is expected that during the next session there will be in attendance enough full time students of the Junior year to warrant a duplication of some of the Junior courses.

Dean Ruediger of Teachers College states in his report:  
The enrollment was

	1914-15	1913-14
Men.....	6	9
Women.....	135	122
 Total.....	 141	 131

This enrollment shows an increase of slightly less than 8 per cent over that of the year before, but as the increase the year before was 50 per cent over that of 1912-13, even this small increase indicates a healthy growth. The enrollment this year has already (Nov. 5) reached 141.

	1914-15	1913-14
Previously registered.....	80	67
New registrations.....	60	64
 Total.....	 141	 131

The attendance by months was: November, 121; December 123; January, 123; February, 125; March, 123; April, 123; May, 119.

Regular.....	128
Special.....	13
 Total.....	 141

Of the special students one held the Bachelor of Science degree from Columbia University, eight held the Bachelor of Arts degree from this University, and four were unable to satisfy our entrance requirements.

Regular students admitted: Without conditions, 126; with conditions, 2; total, 128.

Graduates of a Washington High School.....	97
Graduates of other secondary schools.....	33
Non-graduates.....	11

Total.....	141
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Graduates Washington Normal School, No. 1.....	72
Graduates other normal schools.....	13

Total.....	85
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The average amount of work carried was.....	6 hours
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Median amount.....	4 hours
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Most frequent.....	2 hours
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Twenty students carried 15 hours or more. Sixty-four students carried 3 hours or less.

These figures are based on the amounts of work registered for, but this did not remain stationary throughout the year. A few students added to their original registration but more dropped a part of their work. The figures indicate that by far the most of our students are part time students and that Teachers College is reaching the teachers in the schools of Washington and vicinity.

In respect to practice teaching I mentioned briefly in my report a year ago that a new opportunity appeared to be opening in St. John's Church Orphanage. A demonstration and practice school was opened in this orphanage on January 4 and since that date all of our practice teaching has been done in that school. About sixty children ranging from six to sixteen years were in attendance last year. These were divided into six classes, corresponding roughly to the first six or seven grades of the public schools. Two rooms for school purposes being available, the two higher classes were placed in one and the four lower classes in the other.

The teaching was done in the main by the students taking the courses in Observation and in Practice Teaching. But owing to the demands of their other college work, most of these students could not give generously enough of their time to lend the desired continuity to the work of the school and we therefore found it necessary to appoint what may be called two permanent teachers, one for each room. One of these being obliged to resign, a student in Columbian College getting University Aid took her place. In addition to the three persons mentioned, all of whom were students in the University, twelve other students, one

man and eleven women, had charge of classes for periods of varying lengths. All fifteen gained valuable teaching experience. On the whole an effective school was conducted and the pupils made commendable progress. The pleasantest relations between teachers and pupils prevailed throughout and when the work came to a close on May 12, the pupils both in word and deed manifested sincere regret because the school did not continue in session longer.

The systematic work in observation we are carrying on in the high and elementary schools of the city as formerly.

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In the annual report of Dean Borden of the Department of Medicine he calls attention to various improvements in the Medical building which have been satisfactorily completed. In addition he states:

During the past year work on the Museum has progressed steadily. A large number of valuable specimens has been added to the collection and a card index catalogue of the exhibits arranged so that they may be studied by the students with the greatest possible advantage. In the course of the clinical teaching the specimens with the attached histories are frequently used by the professors for the instruction of the students.

A committee is at present at work on a plan for a better correlation of the didactic teaching in the Medical School. For the second year dental students a laboratory course in metallurgy has been inaugurated. For the benefit of the second year men in the veterinary course, the course in chemistry has been placed under the direct control of the Medical Faculty. During the past year a new plan has been adopted in regard to vacant classes. Where a member of the visiting faculty is unable to meet his class at the appointed hour, a member of the full time faculty is called upon to fill the engagement. In this way the student is bound to receive during the course of the school year, the required number of lecture periods.

As anticipated in my last report a reduction in the number of students is to be noted. Notwithstanding the recently increased requirements for admission to the freshman class, the school still continues to draw from all parts of the United States, as well as from foreign countries, a select student body. The number of matriculants at the beginning of the session of 1914 was 23. The total of the student body including the special students (2) was 147.

As noted in the preceding paragraph, the candidate for admission to the freshman class must meet the requirements of the Association of American Medical Colleges, one year of college work physics, chemistry, biology and a modern language. In the premedical course at Columbian College, 31 students are at present taking the prescribed course with the view of entering the freshman year in the Medical School.

The non-resident student list still shows a gratifying adherence to the figures of previous years. Six foreign countries have contributed to this list a total of 14 students. The District of Columbia students number 46 (also 2 special students), while the states throughout the Union are represented in the Medical School by a total of 85 students from 24 different states.

\* \* \* At the annual commencement exercises of the University held in June, the degree of Doctor of Medicine was conferred upon 25 candidates.

The tables of the American Medical Association for the year ending April 24, 1915, in which the standing of the graduates before the state boards at home and in the different states are given, can not be other than a source of intense gratification to the officers and student body of the entire University. Particular stress is laid by the Council on Medical Education of the American Medical Association on the standing of graduates before examining boards, and the standing of the graduates in this respect figures to a considerable extent in the class standing of the school. During the year above noted, twenty of the graduates of this school presented themselves before examining boards at home and abroad. A more gratifying showing on the part of our graduates would be impossible, for during that period not a single failure to pass the required examination is recorded.

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Dean Walton of the Dental School gives the following in his annual report:

The teaching staff consisted of—

Professors.....	11
Associate Professors.....	10
Instructors.....	15
Demonstrators.....	3

Number of matriculants were:

Freshman.....	50
Juniors.....	29
Seniors.....	23
Special.....	7

Number enrolled July 1 were:

Freshman.....	43
Juniors.....	29

Number graduating were.....	13
Number not graduating were.....	8

Cumulative results of tabulating State Boards reports for grades of 61 Colleges of the United States, shows a standing for the years 1911-

1912-1913 of only  $\frac{3}{5}$  per cent of failures of our graduates before these various State Boards.

The steady growth of the Dental School since I assumed the Deanship in May, 1909, has been particularly gratifying to all concerned. The matriculations since September, 1909, have been as follows: 1909, 16; 1910, 23; 1911, 27; 1912, 35; 1913, 40; 1914, 50.

The increase from 16 to 50 students is considered excellent in view of the fact that our entrance requirements are being rigidly enforced and the school is constantly receiving a much better qualified class of students.

The Dental Faculty is very much pleased and impressed with the many general improvements made in equipment during 1914-1915: The remodeling of two laboratories, the building of a new one; the erection of much needed lockers; the enlargement of the Infirmary; the equipment of the Infirmary; the construction of a modern extracting room and the now sanitary appearance of the whole materially changes the appearance of this department, placing it on a plane with larger and wealthier institutions of this kind.

Dean Fraser of the Law School makes an interesting report for the past year from which the following is taken:

The teaching force numbered fourteen of whom eight were engaged in practice and six gave all their time to the school, one more than in the preceding year.

Several additional subjects were added to the curriculum, as shown by the following comparative table of weekly half-year hours of class instruction:

<i>Year</i>	<i>Given once</i>	<i>Repeated</i>	<i>Total</i>
1914-1915.....	96	62	158
1913-1914.....	87	55	142
Increase.....	9	7	16

The full-time instructors conducted 63 half-year hours of which 57 were repeated, a total of 120; the part-time instructors 33 of which 5 were repeated, a total of 38. The time of instruction and the average enrollment for the subjects of the different periods were:

3 subjects from 7.50 to 8.40 a.m. average enrollment.....	43
19 subjects from 9 a.m. to 12 m. average enrollment.....	27
30 subjects from 4.50 to 6.30 p.m. average enrollment.....	65

The gross registration for the year was 403, 396 men and 7 women, an increase of 48 over the preceding year.

A table has been compiled showing the enrollment from 1911 to 1915 of the twelve schools in the Association of American Law Schools

which had the largest enrollment in 1911-12. It shows that this school has had the largest increase and moved from twelfth place in 1911-12 to fifth place in 1914-15, in respect to enrollment.

*Enrollment 1911 to 1915 in Twelve Schools in the Association of American Law Schools, which had the Largest Enrollment in 1911-1912*

	1911-1912	1912-1913	1913-1914	1914-1915
Harvard.....	809	745	694	730
Michigan.....	793	779	612	679
Southern California.....	481	530	605	551
Yale.....	420	179	133	146
Columbia.....	417	525	493	494
Pennsylvania.....	374	381	374	360
Cornell.....	330	335	293	274
Minnesota.....	325	214	176	177
Chicago.....	320	286	319	344
Texas.....	318	389	416	352
Northwestern.....	309	308	352	367
George Washington.....	306	312	355	403
Relative rank of George Washington.....	12th	8th	7th	5th

A table showing the enrollment in Law Schools in the District of Columbia from 1911 to 1915, follows:

*Enrollment in Law Schools in District of Columbia, 1911 to 1915*

	1911-1912	1912-1913	1913-1914	1914-1915
Georgetown University.....	924	1003	1005	998
George Washington.....	306	312	355	403
National University.....	238	179	201	171
Washington College of Law.....	118	114	129	148
Catholic University.....	28	56	89	100

The students registered from the District of Columbia, 44 states, Hawaii, Philippine Islands, Cuba, China, Japan, Mexico, and Roumania. The largest numbers were, from the District, 107; New York, 21; Massachusetts, 17; Pennsylvania, 16; Illinois, 15; Utah, 15; Iowa, 14; Virginia, 14; Maryland, 12; Ohio, 11; Minnesota, Tennessee, and Texas, 10 each.

The students were classified, and divided between the forenoon (9 a.m. to 12 m.) and the afternoon (4.50 to 6.30) sections as follows:

	a.m.	p.m.	total	
Candidates for LL.B. degree	First Year.....	37	110	147
	Second Year.....	14	89	103
	Third Year.....	14	71	85
Candidates for LL.M. degree.....	4	14		18*
Special (not eligible for degree).....	7	46		53
Total.....	76	330		403*
Total 1913-14.....	69	276		355

\*Three counted in both groups.

Attention was directed in my last report to the relatively small attendance in the forenoon sections. It is regrettable that the ratio of increase over the preceding year in the afternoon section is nearly double that in the forenoon. The first year forenoon section was proportionately larger but there has been a tendency for the students who give all their time to the school work in the first year to find employment, and so to attend the afternoon sections, in their second and third years. The tendency was strengthened by the fact that all second-year students were required to take some subjects which were given only in the afternoon. This deficiency has been remedied for the current year and a complete course is now available in the forenoon. It is hoped that the facilities offered may attract more full time students and hold them in the forenoon sections.

A table has been compiled showing the number of students who had no outside employment, were employed in the various departments of the United States and District Governments, and in different kinds of private employment. No employment was reported by 68, Government employment by 265 and private employment by 70. Attention is called to the large number of employees at the Capitol (56, including the Congressional Library) and Patent Office (63). These are factors to be kept in mind in deciding on the proper location for a law school building.

#### *Classification of Students by Employment, 1914-1915.*

No Employment reported....	68	Census Bureau.....	1
Governmental Employment:		Civil Service Commission....	2
Agricultural Department....	13	Coast and Geodetic Survey..	1
Army Officers.....	3	Commerce.....	14
Army War College.....	3	Congressional Clerks, Secre-	
Bureau of Engraving.....	1	taries, etc.....	43

Congressional Library.....	13	Weather Bureau.....	3
Diplomatic Corps.....	1	White House.....	2
D. C. Government Courts...	1	Department not given.....	1
D. C. Executive Departments	10	Private Employment:	
General Land Office.....	3	Assistant Librarians.....	3
Geological Survey.....	3	Ship's Architect.....	1
Government Printing Office.	1	Bank clerks.....	4
Hygiene Laboratory.....	2	Bookkeepers.....	2
Indian Office.....	3	Builders.....	1
Interior Department.....	3	Cashiers.....	1
Interstate Commerce Com...	9	Clerk, Carnegie Institution.	1
Department of Justice.....	3	Hotel or Club clerks.....	2
Department of Labor.....	4	Div. Supt. Telephone Co....	1
National Museum.....	1	Insurance Agents.....	1
Naval and Marine Corps Officers.....	8	Lawyers.....	5
U. S. Navy.....	1	In Lawyer's offices.....	7
Navy Department.....	6	Newspaper work.....	7
Navy Yard.....	2	Patent Lawyers.....	10
Patent Office, clerks.....	1	With Patent Lawyers.....	10
Patent Office, examiners....	62	Night Mgr., Telegraph Dept. So. Rwy.....	1
Pension Office.....	1	Clerk, So Rwy.....	1
Post Office.....	12	Real Estate.....	3
Public School Teachers.....	2	Salesmen.....	3
Reclamation Service.....	3	Secy-Treas., Arcade Co.....	1
State Department.....	1	Private School Teachers....	4
Treasury Department.....	9	Telegraph operators.....	1
War Department.....	13		

Of the 350 regular students, candidates for degrees, 115 (33 per cent) were college graduates, 98 (28 per cent) had part of a college course, and 137 (39 per cent) were high school graduates. The percentages show little change from the preceding year.

The report of the United States Commissioner of Education for 1913-1914, shows that the school has a great majority of the college graduates studying law in the District, and that it stands sixth in the Association of American Law Schools in respect to college graduates enrolled. The superiority of these students in their law studies was brought out by a comparative table in my last report. The following table shows the colleges from which they were graduates.

*College Graduates, Candidates for Degrees, 1914-1915.*

Alabama, University of.....	1	Nebraska, University of.....	1
Asbury College.....	1	Nebraska Wesleyan University.....	1
Austin College.....	3	New York University.....	1
Bowdoin College.....	2	North Dakota, University of..	1
Case School of Applied Sciences	1	Northwestern College, Water-	
Charleston, College of.....	1	town, Wis.....	1
Chicago, University of.....	2	Ohio Northern University....	2
Colgate University.....	1	Ohio Wesleyan University....	1
College of the City of New York.....	1	Pacific University.....	1
Columbia University.....	2	Pennsylvania Military College	1
Cornell University.....	5	Pennsylvania State College....	1
Dartmouth College.....	3	Pennsylvania, University of	1
Delaware College.....	1	Princeton University.....	3
Ewing College.....	1	Purdue University.....	1
Franklin and Marshall College	1	Rollins College.....	1
Georgetown College.....	1	South Dakota, University of	1
George Washington University	17	Southern Minnesota Normal College.....	1
Hamilton College.....	3	Syracuse University.....	1
Harvard University.....	7	Tennessee, University of.....	1
Henry Kendall College.....	1	U. S. Military Academy.....	1
Iowa State College.....	2	U. S. Naval Academy.....	8
Iowa, State University of.....	2	Utah, University of.....	3
Iowa Wesleyan College.....	1	Virginia, University of.....	1
Johns Hopkins University.....	1	Washington and Lee Univer- sity.....	3
Kalamazoo College.....	1	Western Maryland University.	1
Lehigh University.....	2	William and Mary College....	1
Massachusetts Institute of Technology.....	2	Wisconsin, University of.....	4
Michigan Agricultural College.	1	Worcester Polytechnic Insti- tute.....	2
Michigan, University of.....	2	Yale University.....	6
Minnesota, University of.....	1		
Missouri, University of.....	1		

The year was marked by a more diligent attention to studies. The rule adopted by the Faculty denying credit for any subject in which unexcused absences exceed 10 per cent has had a good effect on the small number of negligent students. The great majority do not require the pressure of rules, and did not take advantage of the 10 per cent allowed. The school's reputation for strict standards deters students from entering who are unwilling to give the requisite time and energy to their studies, or causes them to quit after experience with the requirements. The standard set is within the capacity of the average man with government employment, but requires determination and

sacrifices of all but the more brilliant in order to graduate in three years. It is unfortunate, too, that for all employed students, the pressure of the daily assignment precludes independent study and research and hinders the breadth of scholarship to which the few would, under other circumstances, attain.

The following table presents the scholarship record for the year as indicated by the written semi-annual examinations. It shows that 37 per cent of those examined were conditioned, failed, or both in one or more subjects, which indicates the standard of scholarship maintained. The percentage was highest in the first year, and lowest with the succeeding years.

*Examination Record 1914-1915*

	LL.B. 1ST YEAR	LL.B. 2D YEAR	LL.B. 3D YEAR	LL.M.	SPECIAL ALL YEARS	TOTAL
No. examinations.....	26	1	4	5	29	65
No. examined.....	121	102	82	13	23	341
	No. %	No. %	No. %	No. %	No. %	No. %
Passed in all subjects...	65 54	58 57	66 80	12 92	13 56	214 63
Conditioned, Failed, or both in one or more subjects.....	56 46	44 43	16 20	1 18	10 44	127 37

The Faculty Committee went over the records of all the students after the mid-year and again after the final examinations. Action was taken on the records of 77 students—10 were denied re-registration, 8 denied any credit for the work of the year, 18 placed on probation and 41 warned. The work of the Committee has a wholesome effect by the elimination of the incapable and indolent and the pressure it brings to bear on the negligent.

Of the 403 students enrolled 83 withdrew or were dropped during the year, and 57 were graduated. Of the 263 remaining at the end of the year, 10 were denied re-registration, and 61 including those denied credit and many placed on probation have not returned. Of the graduates 10 have returned for further work, making a total of 202 of the year's students enrolled at present.

The degree of LL.M. was conferred on 4 candidates and of LL.B. on 53 candidates.

The years of study in this school for the LL.B. degree by these successful candidates were: 1 year, by 4, 2 years by 5, 3 years by 30, 3½ years by 8, 4 years by 5, 4½ years by 1.

The graduates of the school were very successful in the bar examinations of the District. Of 22 graduates who wrote the examination in June, every one was passed, while of other candidates, 40 per

cent were failed. They are also successful in other jurisdictions, one of them leading the pass list in an examination in Wisconsin in January last.

The law library was increased during the year by 605 volumes, at an approximate expense of \$1,300. The chief purchases during the year were the English Law Reports and Encyclopedia of United States Supreme Court Reports. The library is the main item of equipment of a law school, and calls for increasing expenditures. The total number of books on September 1, 1915, was 6808.

The Legal Aid Society of the school dealt with 73 cases during the year. Of these, four cases were before the courts, and advisory opinions were given in others. Relief was secured in a considerable number of cases. The students take great interest in this work.

The inadequacy of the present quarters to meet the growing needs of the school, makes the demand for a law building more pressing, and calls for serious consideration of the feasibility of securing one very soon.

The Carnegie Foundation for the Advancement of Teaching, at the request of the American Bar Association, began in 1913 an investigation of the conditions under which legal education is carried on in the United States. The Foundation is still engaged on the work hoping to present its final report in 1916. It has already concluded an investigation of the methods of instruction used in the leading schools. In order to obtain an unbiased report it selected Dr. Joseph Redlich, professor of law in the University of Vienna, for the work. He came to this country in 1913 and spent several months visiting a number of the law schools using different methods. His report was published by the Foundation in December 1914, as "Bulletin No. 8" of its publications.

His report affirms the great value of the case system, and testifies to its great success. "I visited," he says, "particularly classes of the third year, in which difficult cases, as for example cases involving a 'conflict of laws' were analyzed by the students with great readiness and grasp of the subject matter; classes in which there stood out strongly not only excellent logical training, capacity for independent study, and especially for quick comprehension of the actual point of law involved, but also indisputable knowledge of positive law. I gained the impression that law students in the third year in our European law schools would hardly ever be found competent for such work." He states further that in so far as the aim of legal education is the development and training of young lawyers "the case method is undoubtedly successful." "The American student gains in the modern law schools of his country, all the practical knowledge of the law that any school can give to a future attorney or judge in an unparalleled manner."

Dr. Redlich urges two improvements on the case system as now employed. "The beginners in American law schools should be given

a legal propadeutik, or preparatory course, which in a simple yet scientific manner shall set forth the elements of the common law; shall furnish, that is to say, a comprehensive view of the permanent underlying concepts, forms, and principles, not forgetting the elementary postulates of law and legal relationships in general." "It seems to me very advisable to add also at the end of the course lectures which shall furnish the American law student once more, before he steps out into practical legal life, a certain general summing up and survey of the law." This he believes would be best done by such subjects as Jurisprudence and Roman Law.

Before the report had appeared this school had determined that the subject of "Principles of Legal Liability," first offered in Harvard 1914-15, should be added to the curriculum. Under this head are brought together elementary principles common to several branches of the law, which had hitherto been taught as incidental to several subjects. The course is being taken by the present first year class, and meets the first recommendation of Dr. Redlich.

The majority of teachers of law will approve of his second recommendation. The need for instruction that will refer the principles learned throughout the course to their common philosophical bases, has long been felt by teachers and thoughtful graduates. This would be supplied by the study of Jurisprudence, while the comparative study of Roman law would produce a breadth of vision conducive to the readaptation of the common law to present social conditions.

Dr. Redlich would have these subjects as a fourth year course. A four year course is scarcely practicable as a requirement at the present time, but the volunteers for it should be encouraged. This school is in a good position for building up a graduate course, as the students, receiving fair salaries, can undertake it at comparatively small cost. The third year students also, might be permitted to elect one or two of these subjects in place of some of the more specialized common law subjects. The school should give consideration to this matter as soon as circumstances will permit.

The College of Pharmacy is one of the two affiliated institutions with financial autonomy. Dean Kalusowski reports in regard to this School that:

The registration of the College was as follows:

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Freshmen.....	16	1	17
Juniors.....	19		19
Seniors.....	18	1	19
Special.....	4		4
 Total.....	 57	 2	 59

Losses during the year were as hereinafter indicated, such losses being due to changes in occupation, removals from the city, and other causes in no way reflecting upon the character of work the College was giving:

	<i>Male</i>	<i>Female</i>	<i>Total</i>
Freshmen.....	3	0	3
Juniors.....	3	0	3
Seniors.....	4	0	4
	—	—	—
Total.....	10	0	10

The number of students pursuing regular courses who were admitted conditionally numbered eight at the beginning of the year. Of this number, one removed the condition standing against his name and four have withdrawn, leaving three in the College, two male and one female. The conditions against the three students remaining vary from two to four units on an entrance requirement of three years high school work or its equivalent.

The number of Senior students who qualified for, and were admitted to the examinations for graduation numbered sixteen, fifteen men and one woman. Of this number, thirteen men and one woman were found qualified for graduation.

The educational requirement for admission to the College was advanced, at the beginning of the scholastic year 1914-1915, from two years of high school work to three years of high school work or its equivalent. This advancement combined with the general economic condition of the country due to the war caused a falling off in the number of matriculants for the year. No students came from the South and the Southwest, where, heretofore, the College has drawn a number of students.

The hours of instruction have been slightly increased until a total of twelve hundred sixty has been attained.

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Dean Buckingham of the College of Veterinary Medicine reports that "The College still continues on a sound financial basis, all running expenses being promptly met. Several improvements were made and much equipment added."

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